



A Guide to

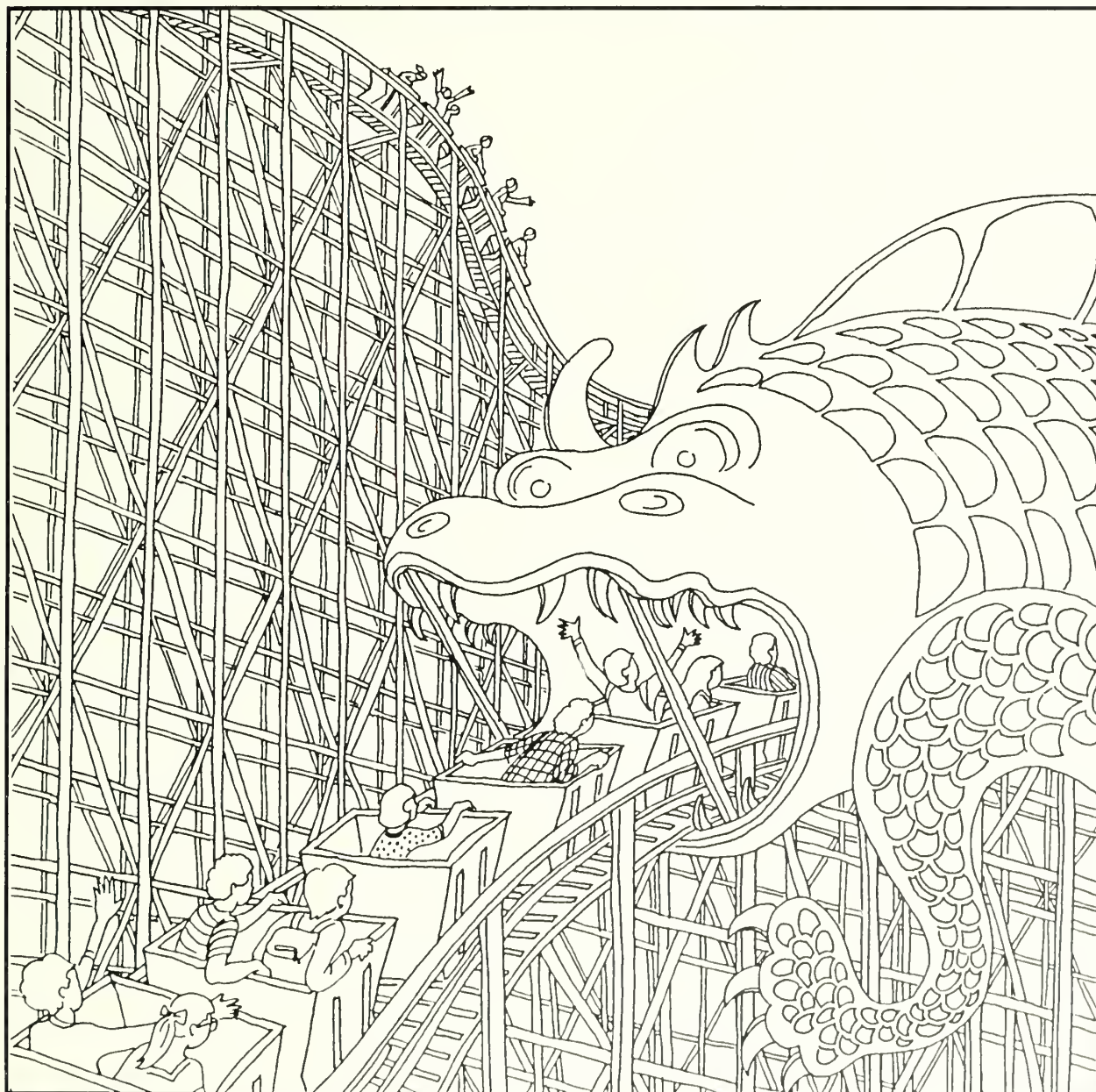
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# The Great American Landmarks Adventure

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A Resource for Teachers, Parents and Volunteer Educators



U.S. Department of the Interior  
National Park Service  
Cultural Resources  
Preservation Assistance

Cover: *Dragon Roller Coaster at Playland Amusement Park, Rye, New York. 1928.*  
Drawing: *Roxie Munro. From **The Great American Landmarks Adventure** by Kay Weeks and Roxie Munro, published by the U.S. Department of the Interior, National Park Service and The American Architectural Foundation, Washington, DC, 1992.*

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A Guide to

# The Great American Landmarks Adventure

by Patricia Bonner, Ph.D.

**A Resource for Teachers, Parents and Volunteer Educators**

U.S. Department of the Interior • National Park Service  
Cultural Resources Programs • Preservation Assistance Division  
Washington, DC • 1992





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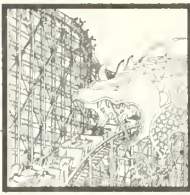
# Acknowledgements

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The creators of **The Great American Landmarks Adventure** wish to thank Patricia Bonner for developing this Teacher's Guide. Dr. Bonner has been a teacher for nearly two decades. Her special interest in motivating and educating students can be seen in the hands-on learning activities suggested on every page. At the time of publication, she is Associate Director of The National Institute for Consumer Education located at Eastern Michigan University in Ypsilanti, Michigan.

Special appreciation is extended to the Chief of Technical Preservation Services, Preservation Services Division, H. Ward Jandl, for his support of the Adventure book and Guide and to Terry Robinson for her production assistance. Lawrene Anfinson, special assistant to the Director, National Park Service, provided insightful comments on the Guide which will serve to enhance its usefulness for both parents and teachers.

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# Foreword

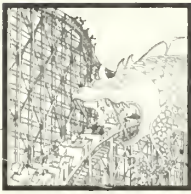
At the beginning of the 1990s, over 2,000 buildings, structures, sites and districts have been designated National Historic Landmarks because of their exceptional significance in American history. These special places serve as invaluable resources for studying our nation's people and events. Landmarks are proof of and a “physical backdrop” for our nation's past. Landmarks are also historical antecedents: what we have done in the past can be linked to what we are doing now and will probably continue to do in one form or another, in the future. Most important, National Historic Landmarks emphasize our common bond as a people.

The 43 National Historic Landmarks selected for **The Great American Landmarks Adventure** may be viewed overall as a tribute to our nation's achievements and potential. Rather than simply congratulate ourselves for jobs well done, however, the Landmarks Adventure book is designed to encourage the study of broad and recurring themes and issues within the American experience. The purpose of the Teacher's Guide is to promote an in-depth examination of the issues suggested by the Adventure book.

The ultimate goal of **The Great American Landmarks Adventure** and Teacher's guide is to stimulate students' interest in their environment—to look around and see themselves as both keepers and creators of this nation's history. At the end of the book, students are asked to select a landmark in light of the historical precedents offered. Completing this activity can enhance their framework for thinking about what “we the people” believe is historically important and should be preserved for future generations.

Kay Weeks  
Preservation Assistance Division





# Using This Guide

While the topics, activities and resources suggested in this guide are primarily intended for 4th to 8th grade students, many—with some adaptation—are also appropriate for younger and older students. An index of Landmarks in the Adventure book is provided on p.3. Suggested grade levels as well as subject areas are noted in brackets behind each activity. It is expected that the educator will select and, when necessary, alter the activities and discussion to the knowledge and ability levels of the young people using the Adventure book.

This guide is not designed to suggest a complete set of study units; rather, it provides ideas for creative use of the Adventure book by the diverse educators of our youth (i.e., teachers, adult volunteers, and parents). Use of additional historical materials, and a variety of other media, field trips, and guest speakers is encouraged.

It is anticipated you will find other ways to use **The Great American Landmarks Adventure** book. Please send your ideas to:

Landmarks At Risk—Kids Care  
Preservation Assistance Division  
National Park Service, P.O. Box 37127  
Washington, DC 20013-7127

**The Great American Landmarks Adventure** book may be purchased from the Superintendent of Documents, Government Printing Office, and is also available from the Consumer Information Center, Pueblo, Colorado (see the Spring, 1993 catalog). For further information, please write to the Preservation Assistance Division. Limited copies of this Guide are available free to teachers and volunteer educators upon request from the Division. Telephone: (202) 343-9578.

## About the National Historic Landmarks Program

The National Historic Landmark program was established in 1935 by the U.S. Department of Interior's National Park Service (NPS). The original goal of this program was to purchase our nation's most significant properties and include them in the National Park System. Over the years, it became apparent that having the Federal government buy and maintain all of these properties would be very costly and impractical. As a result, some Landmarks are included in the Park System, but the vast majority identified are privately owned.

Today, the well-being of National Historic Landmarks depends on many factors: how changes in property use are handled, what effects acts of nature have, how developers approach the historical value of landmarks, and whether an owner has the commitment and financial ability to maintain and preserve the property.

The National Park Service encourages and supports the preservation and restoration of our National Historic Landmarks properties. More specifically, NPS:

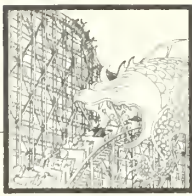
- offers technical advice and information on preservation
- provides Federal tax incentives for rehabilitating income-generating historic properties.
- identifies endangered landmarks which are in need of immediate action

If you are interested in preserving America's historic properties, guidance developed by the National Park Service may be purchased from a variety of sales outlets. To order a free **Catalog of Historic Preservation Publications**, write:

National Park Service  
Preservation Assistance Division  
P.O. Box 37127  
Washington, DC 20013-7127

# Index of National Historic Landmarks in *The Great American Landmarks Adventure*

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# Suggested Activities

## ART AND COMMUNICATION

### Pictograph Cave and Independence Rock

- Discuss why people might have left symbolic drawings in Pictograph Cave and their names on Independence Rock. With students, prepare a list of similar ways people communicate today (e.g., a painting on the side of a building, a mason's mark on stones, a silversmith's signature, cemetery monuments, war memorials). When kids and adults write and draw on buildings, subways, bridges and rocks today, are these personal expressions, art, history, or vandalism? Who decides? Explain that time, professional critics and public opinion may influence our decisions. [K-12: art, history, social studies]
- Visit a local cemetery which has some old markers. Compare the old markers to newer ones. Use clues (e.g., dates, art, words) on the markers to help determine the history of the people who are buried. Have students design a marker for themselves. How would they like to be remembered? Have older students do follow-up research in the library or a local historical society to determine a deceased person's family tree or other history. [3-12: art, history, social studies]

### Mark Twain House

- Read *The Adventures of Huckleberry Finn*, *Tom Sawyer*, *Little House on the Prairie*, *Little Women* or another book which gives us a child's perspective of a way of life or a historical event significant to our nation. Other suggested readings are provided at the end of this guide. [K-12: reading, history, social studies]

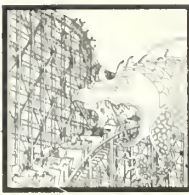
### Mutual Musician's Association Building

- Prepare slips of paper with the names of past and present musicians who are important in American Music. Each student draws a slip and researches a musician's contribution or influence, then presents his/her findings to the class. Musicians could include Marian Anderson, "Count" Basie, Ira Gershwin, Rogers & Hammerstein, Scott Joplin, Elvis Presley, Bessie Smith, Isaac Stern and Michael Jackson. [4-12: music, reading, history, social studies]

### Bell Telephone Laboratories

- Create a time line of the various methods of communication (telephone, radio, records, movies, and television) developed in the Bell Telephone Laboratories. Debate which development has had the greatest influence on society. [5-8+: communication, history, science]





**Pictograph Cave, Mark Twain House, Mutual Musician's Association Building, and Bell Laboratories**

- Post illustrations of these landmarks on a bulletin board. Discuss how they represent forms of communication. Divide the class into groups and have each group tell a story using a different method (e.g., paintings, photographs, song, tape recording, or written words). Have each group share its story with the rest of the class. After sharing, discuss the advantages and disadvantages of each method. Do some students feel they were able to tell or understand the stories better with some methods than others? How might factors such as time, cost, skills, access, and privacy influence the method they chose? [3-8+: art, history, music, reading, science, social studies]

## **ARCHITECTURE AND ENGINEERING**

**Adam Thoroughgood House, DeWint House, Parlange Plantation House, 'African House' at Melrose (Yucca) Plantation, Rafael Gonzales House, and Wo Hing Society Temple**

- Explain that when people came to the United States, they adapted buildings from their former home to the materials and climate of their new home. On a globe or map, have students find the country of origin of the immigrants who built these six landmarks. How do houses built today reflect our origins? Have students identify and draw buildings in your community which have the same style or materials as these earlier examples. [1-6+: art, geography, history, science, social studies]

**Taos Pueblo, Elfreth's Alley, and Harrisville Historic District**

- Look at the drawings of the three landmarks listed above. Note their dates of construction. What design elements, construction methods and materials are still seen in homes today? [2-8+: art, history, science, social studies],

**Hancock Shaker Village, Eastern State Penitentiary, and U.S. Capitol**

- Play the shape game. Identify the shapes associated with famous structures: Flatiron building and the National Gallery of Art (triangle), Transamerica Pyramid and the top of the Washington Monument (pyramid), Hancock Shaker Village Barn (circle), top of the U.S. Capitol (dome or half circle), Pentagon (pentagon), World Trade Center (rectangle), and Eastern State Penitentiary (star). Are there any uniquely shaped buildings where you live? Have students explore how factors such as space, function, technology, spiritual beliefs, and a desire for uniqueness influence a building's design. [K-6+: art, math, science, social studies]



### **Boston Public Garden**

- Visit a local botanic garden or park. Ask a representative of the garden to explain the design and arrangement of the plants. What plants are native to the United States? Which ones were originally brought from other countries? Compare buildings to parks and gardens—both are created by people based upon aesthetics and function. Parks and gardens change with the season and the life cycle of plants, but buildings are relatively unchanging. Parks sometimes look natural even though they are designed by people. [K-8+: art, geography, science]

### **Empire State Building**

- Take a walk to a tall building. Observe how the building's shape, color and texture seem to change as you move closer. What effect do sunlight and clouds have on what you see? How does the building appear to change at different times of the day? Have students draw the building from different perspectives and at different times of the day. [2-12: art, science]

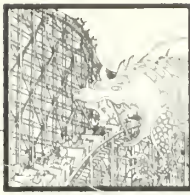
### **Brooklyn Bridge and Empire State Building**

- Explain that, unlike painters and poets who usually create alone, architects and engineers are creators who rely on teams of people to carry out their ideas and design for a structure. Read a story about the construction of the Brooklyn Bridge or the Empire State Building. Have students list on the chalkboard the different kinds of jobs people did to build these colossal structures (e.g., getting equipment and materials together, digging a hole, making a foundation) [K-6+: art, reading, science, social studies]
- Make several visits to a site in your community where a building or other structure is being constructed. Have students observe and ask questions about the process. Invite various workers involved in the project to talk about their work. Ask students to keep a journal on what they have observed or create a series of drawings to show the various phases of construction. Older students could take photographs and create a display of the various steps. [K-6+: art, science, social studies, writing]

### **Hancock Shaker Village, Bell Telephone Laboratories, and Highland Ford Plant**

- Consider what might happen to a historic site or structure that is no longer needed for its original purpose or function—demolition, abandonment, or adaptation to a new use. Hancock Shaker Village is now a museum. The Bell Telephone Laboratories building has been converted to apartments. Highland Ford Plant no longer produces cars. What places in your community fit into one of these categories? Explore whether students agree with the decision made. [4-12: social studies]





**Empire State Building,  
Gateway Arch,  
Baltimore (Phoenix)  
Shot Tower, and U.S.  
Capitol**

- Have students research and graph the height of these and other familiar national structures such as the Washington Monument and the World Trade Tower. Compare the height of these structures with familiar local structures. Have older students create scale models of structures. [4-8+: art, math, reading, science]

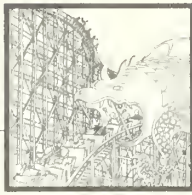
**Falling Water**

- Look for pictures of different looking houses in books and magazines (e.g., domes, underground homes, housing complexes covered with green plants). Explore how and why Falling Water and the houses in the pictures are different from the homes that students live in. [K-12: art, history, reading, social studies]
- Have students draw the inside and outside of their ideal house for the future. How do factors such as space, energy, family size, and technological advancements in such areas as transportation and communication influence these homes? [4-12: art, communication, economics, science, social studies]

## **COMMERCE AND ECONOMICS**

**Upper Green River  
Rendezvous Site and  
Cleveland Arcade**

- Discuss how people in the United States exchanged goods and services before money was available. Discuss ways that people still barter today (e.g., house swap for a vacation, baseball cards, food from the garden). Why has money become such a popular means of exchange? Hint: money is easier to carry, almost anyone will accept it, and it can be saved. Discuss whether money might be replaced by something else in the future (e.g., debit or credit card)? [2-8+, economics, social studies]
- Ask students to bring small items to class (e.g., pens, crayons, puzzles, toys). Attach a price to each package. Set up a class store with play money where each student has an opportunity to make a purchase (buy) and make change (sell). [1-3: economics, math, social studies]
- Have students identify where people shop in your local community. Do you have a mall, shopping center or “main street” shops? Which are the oldest? Newest? What are the similarities and differences between the different kinds of shopping areas? What are the advantages and disadvantages of each? [K-6+: economics, social studies]



### **Bank of Italy (Bank of San Francisco)**

- Explain that banks were established to help people protect and lend money. Why do people save or borrow money? Discuss who receives and who pays interest. Using math problems, explore what happens over time to money saved or borrowed. [1-8+: economics, math, social studies]

Have students complete forms needed to open a savings account, write a check and take out a loan. As a class, open a bank account for a special project. [3-8+: economics, math, social studies]

Invite a bank representative to visit class and to discuss how banking has changed from earlier times. Explore the advantages and disadvantages of electronic banking methods such as automated teller machines, direct deposits and withdrawals, debit and credit cards, and pay-by-phone systems. [4-6+: economics, social studies]

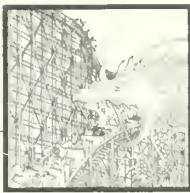
### **Highland Park Ford Plant**

- Prepare small slips of paper with the names of different types of adult occupations. Have each student select a slip and act out work they would do in the occupation they selected while other students guess who they are. After the class guesses, students should recommend what they would have to do to obtain such a job. What type of education or training is needed? What kind of special equipment or work area would they need? [3-8+: drama, economics, social studies]

Have students mass produce and sell a product (e.g., cookies or greeting cards). Use the profit to help restore or preserve a local landmark. [3-12: economics, social studies]

### **Lucy the Margate Elephant**

- Prepare a list of the media used for advertisements. The list might include: billboards, newspapers, magazines, radio, television, logos on clothes and other products, signs on buildings and vehicles, store displays, bumper stickers, campaign buttons, direct mail flyers—even skywriting. Have students spend an evening looking for examples of ads using each media form. How many different types did you find? Ask students to prepare an advertising campaign for a fundraiser or other school event using a variety of media forms. [2-12: art, drama, economics, music, reading, social studies, writing]



- Explain to students that advertising is used by businesses, politicians and others to communicate information. Have students identify the types of information provided by ads (i.e., new products, special sales and events, tips on use, points of view). How much influence does advertising have on your decisions? On your attitudes toward other people? What are the advantages and disadvantages of advertising? [3-12: art, economics, reading, social studies]

## HOME AND COMMUNITY

**Taos Pueblo, Elfreth's Alley, Hancock Shaker Village, Harrisville Historic District, and Little Tokyo Historic District**

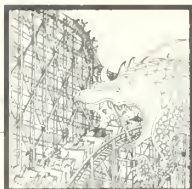
- All the sites listed above reflect the way America's diverse people lived and worked in the past. Ask a local historian to share pictures or actual items used in and around homes during an earlier period in your local community's history. Provide clues and let the children guess what the item is and how it works. [2-6+: history, social studies]
- Discuss the term community. What made each of the landmark communities unique? Which ones still exist? Compare the landmark communities with communities today. Ask the students whether their own communities are associated with any particular kind of work? Do people still live close to where they work and shop? Why have any of these changes occurred? What are the consequences of these changes? [3-8+: social studies, history]
- Create a video about living in your community today and share with pen pals in another country. [4-9+: art, geography, music, social studies]

**Michter's (Bomberger's) Distillery, U.S. Capitol, Octagon House, Eastern State Penitentiary, Baltimore (Phoenix) Shot Tower, Berea College (Lincoln Hall), and Little Tokyo Historic District**

- Explain that National Historic Landmarks are a record of human events and behaviors. As a result, they reflect both positive and negative aspects of our past. With this in mind, probe the positive, neutral, and negative facets of the sites noted above. Identify local landmarks that symbolize a negative historical event or behavior. Have students explore why we preserve the nation's unhappy memories. What would happen if we deleted controversial or negative events? Debate whether we have learned from our past. [4-8+: history, social studies]

**Michter's (Bomberger's) Distillery**

- Invite an expert (e.g. health care worker, social worker, police official) to visit and discuss the positive and negative aspects of alcohol and drugs in homes and communities. Why have most cultures used at least one form of these substances? When is drinking alcohol bad? Is the use of prescribed drugs always good? [K-12: health, social studies]



### **Eastern State Penitentiary**

- Ask a representative of the criminal justice system (i.e., lawyer, judge, parole officer) to discuss what happens to convicted lawbreakers today. How has punishment changed over time in our nation? Is treatment more or less humane? Examine alternatives to jail such as capital punishment, electronically monitored home detention programs, work release, and boot camps? [4-9+: government, history, social studies]

### **Berea College (Lincoln Hall)**

- Visit a senior citizen center in your community and discuss the seniors' experiences attending school. Explore how factors such as age, race, gender, geography, financial resources and values influenced their education. Who attended school and for how long? How did students get to school? What did they learn? [2-6+: history, geography, social studies]

- Create a time capsule that presents the student's present day educational experiences and donate it to a local museum. [K-8+: art, history, social studies, writing]

## **SOCIAL AND POLITICAL ACTION**

### **Old South Meeting House, African Meeting House, Susan B. Anthony House, Maria and Pietro Botto House, U.S. Capitol**

- Have students write a play about historical events represented by one of these landmarks. Perform the play for a school assembly, the PTA, or another community group. [4-8+: art, history, reading, social studies, writing]
- Ask students to identify places in the United States and other countries that are like these special places where people are striving to achieve civil rights or other social actions. Break into small groups and have students clip articles from newspapers and magazines that report about actions today and share with the class. Are there other issues that might benefit from group action? What are the advantages and disadvantages of group action? [3-12: geography, history, social studies, reading]
- Have students select women or minority persons in history and prepare essays on the importance of their lives. Discuss how and why the history of these persons is the same or different from others in our history books. [4-12, history, reading, social studies, writing]





### **The Octagon House (The Octagon)**

- Divide students into small groups and research some of the treaties in American History. What are some of the major differences that people have with one another when they enter war? What is the purpose of a treaty? Where are treaties ratified today? Does a treaty always signal the end of differences between countries and people? [4-12: government, social studies]

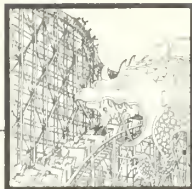
### **U.S. Capitol**

- Read about the legislative process. Develop a model legislature with political parties and work through the process of passing legislation. End the experience with a visit to an elected official's office. [6-12: writing, government, social studies]
- Select an issue that students believe requires legal action. Research the issue and have students write a letter to a local, state or federal representative to encourage the introduction or passage of legislation. Attend a legislative hearing or debate on a bill. [5-12: writing, government, social studies]

## **RECREATION**

### **Boston Public Garden, Mark Twain House, Bell Telephone Laboratories, Mutual Musician's Association Building, Rose Bowl, Playland Amusement Park, and Paramount Theater.**

- Prepare a list of the kinds of recreation represented by these landmarks. Have students draw a picture or write an essay telling about their favorite recreational activity. [2-6: art, writing]
- Invite a foreign exchange student to visit class and discuss what he or she does for recreation in his or her home country. Before the visit, make a list of questions to ask. What did you do for fun when you were a child? Do boys and girls do different things? What kind of recreation do you enjoy here? Are there any types of fun in the U.S. that seem strange or would be unacceptable in your home country? [K-12: geography, social studies]
- Research the cost of tickets for recreation today and at different points in the past. Considering the changes in people's income, are tickets more or less expensive today? [6-12: math, history, social studies]
- Compare the costs of various forms of recreation. Plan a trip to a major amusement park. Have older students prepare a budget for the cost of transportation, food, entrance fees, etc. [3-12: math, social studies]



### **Rose Bowl**

- Have students research and prepare oral reports on popular sports in the United States. [4-6+: history, reading, social studies, writing]

### **Playland Amusement Park**

- Discuss how amusement parks have changed since Playland was developed (Hint: more sophisticated, scarier rides, more expensive). Research which park today is the largest? Which has the most roller coasters? The longest roller coaster? The tallest? The oldest? Using a map of the United States, mark the location of these and other amusement parks. [4-6+: geography, history, reading, social studies]

### **Paramount Theater**

- Discuss how movie theaters today are different from the Paramount. Hints: interior design, movies shown, cost of tickets, size, number of films shown at one time, location, etc. At the time the Paramount was built, the only way to see a movie was to go to an indoor theatre. Compare and contrast the ways people can view movies today—drive-in theatres, television and VCRs. [3-9: history, recreation, social studies]

## **SCIENCE AND TECHNOLOGY**

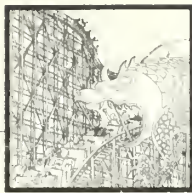
### **Hancock Shaker Village**

- Visit a farm to observe modern day farming. Ask the people who operate the farm how farming has changed in their lifetime with respect to the land, equipment, kinds of work, crops, animals, etc. [K-6+: economics, geography, science, social studies]

### **Ellicott City Station, Balclutha (Sailing Ship), Highland Park Ford Plant, Saturn V Launch Vehicle**

- Visit a transportation museum or take a trip on a historic mode of transportation. [K-6+: history, science, social studies]
- Make a list of different forms of transportation we use in this country. Discuss the advantages and disadvantages of each with respect to such factors as energy efficiency, pollution, geography, convenience, flexibility, and distance. Ask students to imagine what kind of transportation we might have in the future and draw a picture of the vehicle. [2-6+: art, geography, science, social studies]





**Baltimore (Phoenix)  
Shot Tower**

- Take a trip in time to a past battle or war (e.g., the Revolutionary War, the Civil War). Watch a film, draw maps, and ask a visitor to class who is familiar with the events and technology of the conflict. Compare and contrast the technology used in this past conflict to modern day wars. [3-12: art, geography, history, reading, social studies]

**Taos Pueblo, Adam  
Thoroughgood House,  
Hancock Shaker Barn,  
Harrisville Historic  
District, and the  
Empire State Building**

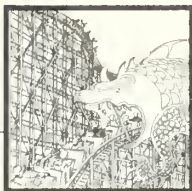
- Have students conduct research and report on how technological advancements have influenced the location, design, and construction of structures in America. Hints: adobe, machine cut lumber, "balloon framing," "curtain-wall framing," nails, electricity, indoor plumbing, plastics, glass, iron, steel, concrete, brick, asphalt, central heating, air conditioning, refrigerators, smoke detectors, automobiles. [4-12: art, geography, history, science, social studies]

**Bell Telephone  
Laboratories, Saturn V  
Launch Vehicle**

- Have the students identify things they do today that are the result of technology developed in the Bell Telephone labs or as a result of space exploration. Hints for space exploration: freeze-dried foods, new fabrics, microminiaturization of electronics, lightweight materials, plastic welding, solar panels. [4-12: history, science, social studies]
- Find news reports on recent technological advancements such as artificial sweeteners and fats, irradiated food, microchips, microwaves, and organ transplants. Have students write down, justify, and illustrate what they think is the most exciting recent scientific or technological advancement. [4-12: art, health, history, reading, science, social studies, writing]
- Have students adapt or invent a new product that would make life better (i.e., healthier, safer, more fun, easier). [5-12: art, health, science, social studies, writing]

**Lowell Observatory,  
Saturn V Launch  
Vehicle**

- View a film on space exploration such as "2001 Space Odyssey" or one of the "Star Trek" television shows. Discuss why people are interested in and want to explore outer space. Hints: to direct travelers, to make agricultural predictions, to win wars, to communicate, to learn about the creation of our own planet, to find and develop new resources. [4-8+: geography, science, social studies]



## MORE ACTIVITIES

### Using the Book

- Using a map of the United States, locate the landmarks in the book. [2-12; geography, history, social studies]
- Develop a time line for the landmarks in the book. [4-12: math, history, social studies]
- Identify other places in your community or the nation that represent the same or similar themes as those in the book. [6-12: geography, history, social studies]
- Have each student prepare a more in-depth report on a landmark in the book. Share this “research” with the rest of the class. [4-8+: history, reading, science, social studies, writing]

### Using the Local Community

- Identify local landmarks and draw a map with their location. [2-6+: geography, history, social studies]
- Research a local neighborhood to learn about its history. Look for clues in building design and construction, types of businesses and churches, street names, and current residents. [3-12: reading, history, social studies]
- Create a slide show to present the history of a neighborhood or community to younger students or an adult community group. [5-12: art, history, social studies, writing]
- Prepare a brochure illustrating and giving directions for a walking tour for residents and visitors in the community. [6-12: art, geography, history, social studies, writing]
- Visit a historic place in the community. Explore through local experts the history of the building or site including how it has changed over the years. Have students write an essay summarizing what they learn and draw the historic place. [3-6: art, history, social studies, writing]
- Visit a local landmark that is undergoing restoration. Ask the professionals working on the project to explain how scientific procedures and equipment are being used to learn about the history of the building or site. [5-12: art, history, science]
- Select a local landmark. Discuss how someone without sight, hearing, or another physical limitation could experience the historical importance of the landmark. [6-12: communication, social studies]



- Have students adopt a landmark in the community and make the landmark more inviting. Help with its care (e.g., pick up trash, wash windows, rake leaves, plant flowers). [K-12: social studies]
- Develop a brochure or other media presentation (e.g., slides, video, plaque) to tell visitors about a landmark. [8-12: art, writing]
- Collect articles on how such factors as weather, pollution, environmental disasters, vandalism, and economics are affecting landmarks, art and monuments. Research what people are doing to preserve and restore these treasures. [7-12: art, geography, history, reading, science, social studies]
- Identify and invite representatives of preservation organizations in your local community to visit. Consider organizations concerned about preservation of the natural as well as the man-made environment. [4-12: art, history, science, social studies]
- Take action to preserve a landmark through a public awareness campaign or fundraiser. [2-12: history, math, social studies]

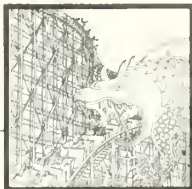
## Fun Ways to Evaluate What Students Have Learned

### Landmark Riddles

- Prepare small pieces of paper with the names of National Historic Landmarks. Have each student select the name of a landmark and write a riddle (e.g., I am the place where Congress passes laws. I am \_\_\_\_\_.) Type riddles on a worksheet and have students solve. Using the chart that provides reasons why landmarks are chosen, discuss why these landmarks were selected. [2-6+]

### Landmark Jeopardy

- Prepare a board similar to the one seen on the “Jeopardy” television show. Organize names of landmarks by categories (e.g. art, careers, geography, politics). Assign 10 to 50 points to answers within each category by level of difficulty. Divide class into two teams. Teams take turns selecting landmarks and asking questions. Team with highest score when board is cleared wins. [5-12]



# Books for Young Persons to Read

Listed below are a few of the many excellent books available for supplemental reading. Please remember that recommended reading levels are just suggestions. The books selected will vary with the interests and reading ability of the child. Younger children with limited reading skills may enjoy looking at illustrations and having more advanced books read to them.

The Children's Literature Center within the Library of Congress annually prepares a list of books that will appeal to children. The current ***Books for Children*** can be ordered for \$1.00 through the *Superintendent of Documents, Government Printing Office, Washington, DC 20402-9325*. Additional titles are available from your local librarian and bookstore clerks.

## Art and Communcation

***African Rhythm—American Dance: A Biography of Katherine Dunham.*** Terry Harnan (New York: Knopf) 1974. The story of the gifted dancer, choreographer, and anthropologist who combined her talents to create an authentic and influential modern dance style based on African and Caribbean sources. [5-8]

***Always to Remember: The Story of the Vietnam Veterans Memorial.*** Brent Ashabraner (New York: Dodd, Mead) 1988. Text and photographs present an informative and poignant examination of the creation of the Vietnam Veterans' Memorial.[6]

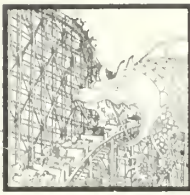
***From the Hills of Georgia: An Autobiography in Paintings.*** Mattie L. O'Kelley (Boston: Little, Brown) 1983. Lively, detailed, primitive paintings animate the recollections of a girl's happy childhood in rural Georgia in the early 1900s. [Pre-8]

***The Glory Road: The Story of Josh White.*** Dorothy S. Siegel (San Diego: Harcourt Brace Jovanovich) 1982. Amid a climate of musical innovation, racism, and Communist suspicion, black singer and song-writer Josh White introduced blues, spirituals, protest songs, and Afro-American music to mid-twentieth-century America. [5-8]

***Hieroglyphs, the Writing of Ancient Egypt.*** Norma J. Katan (New York: Atheneum) 1980. An attractive volume illustrated with photographs and drawings explains the origins of hieroglyphs found on tombs, funerary objects, and amulets and provides some instruction for reading and writing them. [4-6]

***Louis Armstrong.*** Genie Iverson (New York: Crowell) 1976. An easy-to-read biography describes the life of the famous trumpeter, from his childhood in New Orleans to the time when he became known as "Ambassador Satch" and "King of Jazz." [3-5]





## Architecture and Engineering

***Mask Making with Pantomime and Stories from American History.*** (New York: Lothrop, Lee & Shepard) 1975. Advice is given to the beginner on mask construction and on the use of masks plus mime to interpret a story. Details are given for four plays: "Pocahontas and John Smith," "The Boston Tea Party," "Harriet Tubman," and "The Discovery of the North Pole." [3-6]

***The Mount Rushmore Story.*** Judith St. George (New York: G.P. Putnam's Sons) 1985. Nice photographs and concise text make this book a satisfying introduction to Mount Rushmore and the sculptor who carved the four presidents' heads. [6-8]

***Americans at Home: Four Hundred Years of American Houses.*** Lee P. Huntington (New York: Coward, McCann & Geoghegan) 1981. An illustrated survey of American architecture from colonial times to the present includes comment on current life-styles and the problems of space and energy conservation. [4-6]

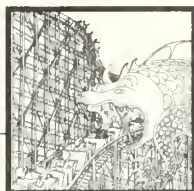
***American Indian Habitats: How to Make Dwellings and Shelters with Natural Materials.*** Nancy Simon and Evelyn Wolfson (New York: McKay) 1978. This is an attractively illustrated and well-documented description of construction methods and natural materials used in eight Native American cultural areas to build a wickiup, tipi, wigwam, and other dwellings. [6-8]

***Architects Make Zigzags: Looking at Architecture from A to Z.*** Roxie Munro and Diane Maddex (Washington, D.C.: The Preservation Press) 1986. A playful alphabet of illustrated architectural terms is presented such as dormer, gable, and veranda. [2-6]

***Bridges.*** Scott Corbett (New York: Four Winds Press) 1977. An anecdotal history of the art of bridge building—arches, suspension spans, trusses—is illustrated with clear fine-line drawings. [4-6]

***The Brooklyn Bridge: They Said It Couldn't Be Built.*** Judith St. George (New York: Putnam) 1981. The hardships endured during construction of this century-old engineering marvel are well portrayed in a readable, attractively illustrated text. [6+]

***Cathedral: The Story of Its Construction.*** David Macaulay (Boston: Houghton Mifflin) 1973. The thirteenth-century Gothic cathedral of Chutreaux (imaginary) took eighty-six years to build, from the hiring of the architects to the grand opening. Construction is shown in the author's meticulously detailed, step-by-step drawings of craftsmen at work. [4+]



***The Dam Builders.*** James E. Kelly and William R. Park (Reading, Mass.: Addison-Wesley) 1977. Detailed, but not difficult, information is presented on how dams are built, with explicit drawings emphasizing the big machines used. [3-5]

***Grand Constructions.*** Gian P. Ceserani with Piero Ventura (New York: Putnam) 1982. Oversize drawings in pen and ink introduce readers to the great buildings of the world. [4-8]

***How They Built the Statue of Liberty.*** Mary J. Shapiro (New York: Random House) 1985. The book provides a detailed, meticulously illustrated, step-by-step description of the building of the famous landmark. [1-6]

***How to Wreck a Building.*** Elinor L. Horwitz (New York: Pantheon Books) 1981. Text and photographs reveal a young boy's feelings as he witnesses the demolition of his old school. [4-7]

***I Know that Building.*** Jane D'Alelio. (Washington, DC: The Preservation Press) 1989. Thirty fascinating projects: puzzles, games, quizzes, models to make and pages to color open up the world of architecture, history, and preservation. [3-6]

***The Inside-Outside Book of New York City.*** Roxie Munro. (New York: Dodd, Mead) 1985. Striking paintings introduce ten famous New York landmarks from different perspectives. Brief descriptions of each building are appended. [All ages]

***Models of America's Past and How to Make Them.*** C.J. Maginley. (New York: Harcourt, Brace & World) 1969. The book includes step-by-step directions for making, from inexpensive materials, a variety of models of pioneer houses, barns, vehicles, furniture, a covered bridge, a district school, and a meetinghouse. [6-9]

***Round Buildings, Square Buildings, & Buildings That Wiggle Like a Fish.*** Philip M. Isaacson (New York: Alfred A. Knopf) 1988. Handsome full-color photographs and enthusiastic text define the subtle relationship between materials and design. [2-6]

***Shadows; Here, There, and Everywhere.*** Ron Goor and Nancy Goor (New York: Crowell) 1981. Handsome black-and-white photographs describe shadows, their formation, importance, variety, and usefulness. [3-6]

***Steel Beams and Iron Men.*** Mike Cherry (New York: Four Winds Press) 1979. A teacher who turned to ironworking describes thrills, rewards, and the conquest of fear which are inherent in the job of erecting frames of sky-scrapers and large industrial plants.





***The Tunnel Builders.*** (Reading, Mass.: Addison-Wesley) 1976. Ample drawings and diagrams graphically explain the complex processes of tunnel construction. [2-5]

***Underground.*** David Macaulay (Boston: Houghton Mifflin) 1976. The subterranean network which supports a twentieth-century city is presented in meticulous, imaginative drawings and diagrams. [4+]

***Up Goes the Skyscraper.*** Gail Gibbons (New York: Macmillan Publishing Co.) 1986. A step-by-step exploration of the building process introduces the workers, equipment and materials needed until the building is ready to be leased to tenants. [K-4]

***What It Feels Like to Be a Building.*** Forrest Wilson (Washington, DC: The Preservation Press) 1988. A playful, visually delightful book introduces basic engineering principles through the personification of building parts. [K-6]

## Home and Community

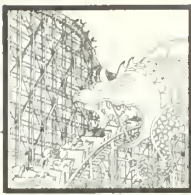
***An Amish Family.*** Phyllis R. Naylor (Chicago: J.P. O'Hara) 1975. A factual report highlights both strengths and weaknesses of the life of the Amish people, focusing on the Stoltzfus family of Lancaster County, Pennsylvania. [5+]

***The Erie Canal.*** Peter Spier, illustrator. (Garden City, NY: Doubleday) 1970. Pictures in lavish color and rich detail document the canal journey from Albany to Buffalo in the 1850s, with vignettes of life in the wayside towns and action of the waterway. Full historical notes and music of the old song are provided. [All ages]

***From Settlement to City.*** Albert Barker (New York: Messner) 1978. A hypothetical midwestern city is described from its beginning as a stopping-off place for covered wagons to today. Period photographs lend authentic flavor. [4-8]

***Goodbye, My Island.*** Jean Rogers (New York: Greenwillow Books) 1982. Black-and-white illustrations enrich twelve-year-old Esther Atoolik's account of an Eskimo village's last year on King Island, before the dwindling population is relocated to the mainland. [3-5]

***I, Charlotte Forten, Black and Free.*** Polly Longworth (New York: Crowell) 1970. An absorbing biography was developed from the journal kept by Charlotte—from 1854 when she was a schoolgirl in Salem, Mass., to 1864 when she taught newly emancipated slaves at Port Royal, S.C. as part of a government social experiment. [6-9]



***In Coal Country.*** Judith Hendershot (New York: Alfred A. Knoph) 1987. Spare prose and richly textured paintings evoke the life of a miner's family in Ohio coal country of the thirties. [K-2]

***Into A Strange Land: Unaccompanied Refugee Youth in America.*** Brent Ashbranner and Melissa Ashabrunner (New York: Dodd, Mead) 1987. The journeys of some of the young people who have come from Southeast Asia to the United States are movingly described. [6-8]

***Indian Chiefs.*** Russell Freedman (New York: Holiday House) 1987. The tragic end of a way of life is presented in these six biographical essays. [2-6]

***Jamestown: The Beginning.*** Elizabeth A. Campbell (Boston: Little, Brown) 1974. This is a clearly written, accurate account of the first permanent English colony in America. [3-4]

***Mary McLeod Bethune.*** Eloise Greenfield (New York: Crowell) 1977. A simply written biography recounts the life of the great Black educator, from her childhood in North Carolina to the founding of a famous school. [2-4]

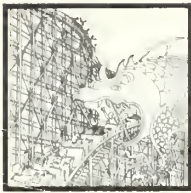
***Motel of Mysteries.*** David Macaulay (Boston: Houghton Mifflin Co.) 1979. Set in the year 4022, this is the dramatic discovery of the ancient country of Usa after a catastrophe that occurred back in 1985. The erroneous and humorous conclusions of an amateur archeologist. [4+]

***New Providence: A Changing Cityscape.*** Renata Von Tscharner and Ronald Lee Fleming (San Diego: Harcourt, Brace, Jovanovich) 1987. This is a fascinating look at the evolution of an imaginary, but typical, American city from 1900 to the 1980s. [2-6]

***The Plymouth Thanksgiving.*** Leonard Weisgard. (Garden City, NY: Doubleday) 1967. Dramatic illustrations and a brief text based on William Bradford's diary convey the struggle of the Pilgrims' first year in the new world. [1-4]

***Space Colony.*** (New York: Elsevier/Nelson Books) 1981. Detailed photographs and diagrams and a well-documented text provide an imaginative view of life as it might be lived in a 21st century space colony. [7-9]

***Slumps, Grunts, and Snickerdoodles: What Colonial America Ate and Why.*** Lila Perl (New York: Seabury Press) 1975. Within a discussion of the diets and cookery of the American colonists, 13 colonial recipes are given, including succotash, snickerdoodles, and spoon bread. [4-8]



***The Young United States, 1983-1830.*** Edwin Tunis (Cleveland: World Pub. Co.) 1969. This is a portrait of the USA during “a time of change and growth; a time of learning democracy; a time of new ways of living, thinking and doing.” Other titles depicting life in early United States history are:

***Colonial Craftsmen and the Beginnings of American Industry***

***Shaw's Fortune: The Picture Story of a Colonial Plantation***  
***The Tavern at the Ferry*** [4+]

## Economics and Commerce

***If You Made a Million.*** David M. Schwartz (New York: Lothrop, Lee & Shepard Books) 1989. An introduction to money, which not only clarifies what coins look like, but also explains such complex concepts as interest and loans.  
[K-2]

***The Kid's Complete Guide to Money.*** Kathy S. Kyte (New York: Knopf; distributed by Random House) 1984. A sensible approach to handling money covers such matters as budgeting, spending, and creative barter. [5-8]

***The Way We Lived: A Photographic Record of Work in Vanished America.*** Martin Sandler (Boston: Little, Brown) 1977. Social history emerges from workers' accounts and particularly from the large collection of pre-20th-century photographs of men and women in many occupations — some of which are now virtually obsolete — like the chimney sweep, ice cutter, and lighthouse keeper. [9-12]

## Social and Political Action

***And Then What Happened, Paul Revere?*** Jean Fritz (New York: Coward, McCann & Geoghegan) 1973. Facts and a touch of legend are blended in this engaging portrait of Paul Revere: silversmith, maker of artificial teeth, businessman, and patriot. Other titles in a similar vein include:

***Can't You Make Them Behave, King George?***

***What's the Big Idea, Ben Franklin?***

***Where Was Patrick Henry on the 29th of May?***

***Why Don't You get a Horse, Sam Adams?***

***Will You Sign Here, John Hancock?*** [1-4]

***Anthony Burns: The Defeat and Triumph of a Fugitive Slave.*** Virginia Hamilton (New York: Alfred A. Knopf) 1988. Fact and the author's imagination reveal Anthony Burns, a Black man who escaped slavery in Virginia only to be captured and put on trial in Boston, with shocking results. [6]



***Band of Brothers: West Point in the Civil War.*** Thomas Fleming (New York: Walker) 1987. The devastating effects of the Civil War on young cadets are depicted as friends become enemies. [6]

***Behind Barbed Wire: The Imprisonment of Japanese Americans During World War II.*** Daniel S. Davis (New York: Dutton) 1981. Davis piles up evidence, against a historical background of racism, to illustrate the harsh, undemocratic treatment of Japanese Americans during and after World War II. [6+]

***Buffalo Hunt.*** Russell Freedman (New York: Holiday House) 1988. A profusely illustrated chronicle of the destruction of the buffalo and the Native American way of life is provided. [2-6]

***Charlie Pippin.*** Candy Dawson Boyd (New York: Macmillan Publishing Company) 1987. Bright, inventive, and in constant trouble with her father who is a Vietnam veteran, Charlie undertakes to study that war in an attempt to understand him. [2-6]

***Children of the Wild West.*** Russell Freedman (New York: Clarion Books/Ticknor & Fields: A Houghton Mifflin Co.) 1983. Numerous period photographs and a carefully detailed text provide a social history of children in the 19th-century American West. [4-7]

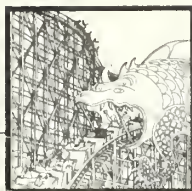
***Fannie Lou Hamer.*** June Jordon (New York: Crowell) 1973. A brief biography accents Mrs. Hamer's activities for Mississippi voter registration and the establishment of the Freedom Farm Cooperative. [3-5]

***The Fragile Flag.*** Jane Langton (New York: Harper & Row) 1984. Bearing an old frayed American flag and a letter to the president, Georgie finds herself followed by an army of children marching to Washington to protest the launching of the president's Peace Missile. [2-5]

***A Hoop to the Barrel: The Making of the American Constitution.*** George W. Sanderlin (New York: Coward, McCann & Geoghegan) 1974. An account of the writing of the Constitution presents the men behind it and their conflicting philosophies (including the question of slavery). [6-9]

***Hopkins of the Mayflower: Portrait of a Dissenter.*** Margaret Hodges. (New York: Farrar, Straus and Giroux) 1972. Capturing the period and the temper of the times, this book weaves the story of a believer in freedom for all and self-determination for man. Hopkins was not only instrumental in the settling of Jamestown but was also a passenger on the Mayflower and a settler of Plymouth Plantation. [6-8]





***Immigrant Kids.*** Russell Freedman (New York: Dutton) 1979. Late 19th-century and early 20th-century photographs and a succinct text capture the experiences of immigrant children and their parents. [4+]

***Lincoln: A Photobiography.*** Russell Freedman (New York: Clarion Books/Ticknor & Fields: A Houghton Mifflin Company) 1987. A richly detailed photographic essay conveys the charm and complexities of an extraordinary man. [6-8]

***Mother Jones, the Most Dangerous Woman in America.*** Linda Atkinson (New York: Crown) 1978. Irish-born Mary Harris Jones, after losing her husband and four children in 1867, devoted the rest of her long life to the struggle of coal miners for economic justice. [6-8]

***Oh, Lizzie! The Life of Elizabeth Cady Stanton.*** Doris Faber (New York: Lothrop, Lee & Shepard) 1972. A lively personality stands forth as the 19th-century pioneer in the women's rights movement. [5-8]

***Only the Names Remain: The Cherokees and the Trail of Tears.*** Alex W. Bealer (Boston: Little, Brown) 1972. The tragic exile of the Cherokee Nation in 1839 is told from the Indian point of view. [4-6]

***A Special Bravery.*** Johanna Johnston (New York: Dodd, Mead) 1967. Moving stories highlight the accomplishments of 15 outstanding Black Americans from revolutionary times to the present, including James Forten, Benjamin Banneker, Matthew Henson, Martin Luther King, Jr. and others. [3-5]

***1812: The War Nobody Won.*** Albert Marrin (New York: Atheneum) 1985. This is a well-organized chronicle of the little-written-about "Second War of Independence." [6-8]

***The War for Independence: The Story of the American Revolution.*** Albert Marrin (New York: Atheneum) 1988. This well-organized, attractively illustrated account of the Revolution is filled with details about such intriguing items as codes and ciphers. [6]

***Winners and Losers: How Elections Work in America.*** Jules Archer (San Diego: Harcourt, Brace Jovanovich) 1984. A straightforward look at the electoral system is presented: the candidate, the political party, the convention, the voter. [5-8]

***We the People: The Story of the United States Constitution Since 1787.*** Doris Faber and Harold Faber (New York: Charles Scribner's Sons) 1987. This book examines changes made in the Constitution since the document was signed in 1787. [6-8]



## Recreation

***The Great Houdini.*** Anne Edwards. (New York: Putnam) 1977. This is a beginner's biography of the man reputed to be the greatest magician and escape artist of all time. [2-4]

***Make Way for Ducklings.*** Robert McCloskey. (New York: Penguin/Puffin) 1976. This classic story is about a family of ducks and their ultimate settlement in the Boston Public Garden. Caldecott Book Award winner, 1941. [2-4]

***Steve Cauthen: Boy Jockey.*** Anthony Tuttle (New York: Putnam) 1977. The famous jockey, who began his record breaking professional career at the age of 16, is described. [4-6]

***The Story of Football.*** Dave Anderson (New York: William Morrow) 1985. For the football enthusiast, this is a well-illustrated history of the popular sport. [3-6]

## Science and Technology

***Benjamin Banneker: Scientist and Mathematician.*** Kevin Conley (New York: Chelsea House Publishers) 1989. This is a portrait of the 18th-century tobacco farmer who became America's first Black man of science. [6]

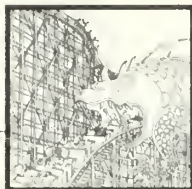
***Dr. Beaumont and the Man with the Hole in His Stomach.*** Samuel Epstein (New York: Coward, McCann & Geoghegan) 1977. An army doctor who saw service in the War of 1812, William Beaumont, found an opportunity to make a name for himself with a patient whose severe wound provided him with a living laboratory for the study of the stomach. [5-7]

***Cars and How They Go.*** Joanna Cole (New York: Crowell) 1982. Through clear, simple, detailed diagrams and straightforward text, the operations of all the working parts of an automobile are described. [3-5]

***Flight: A Panorama of Aviation.*** Melvin B. Zisfein (New York: Pantheon Books) 1979. Paintings enhance this history of flight from the myth of Icarus to the supersonic transport planes of today. [5-8]

***Flying the Space Shuttles.*** Don Dwiggins (New York: Dodd, Mead) 1985. An examination of the purpose and function of space flight, the space shuttle, and duties of astronauts is accompanied by color photographs. [1-6]





***Flying to the Moon and Other Strange Places.*** Michael Collins (New York: Farrar, Straus & Giroux) 1976. An astronaut discusses his early career and training for space flight, his trips into space, including the first lunar landing, and projection of future possibilities for life and flight in space. Illustrated with photographs and diagrams. [5-8]

***The Golden Dragon; by Clipper Ship around the Horn.*** John J. Loeper (New York: Atheneum) 1978. Illustrated with old prints and paintings, this is a graphic introduction to sailing ships in the true-to-life story of a ten-year-old's experiences aboard a clipper ship sailing from New York to San Francisco in 1850. [4-6]

***Machines and How They Work.*** Harvey Weiss (New York: Crowell) 1982. This is a copiously illustrated introduction to six simple machines—lever, the inclined plane, the screw, the wheel and axle, the wedge, and the pulley—and their use in more complex machines such as derricks, bulldozers, and metal lathes. Directions for making a simple machine are included. [5+]

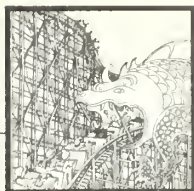
***Model Airplanes and How to Build Them.*** (New York: Crowell) 1975. Diagrams, drawings, and photographs supplement clear step-by-step instructions for hobbyists to make a wide variety of airplanes and helicopters out of wood and cardboard and power them by simple methods. [5-8]

***Play with Plants.*** Millicent E. Selsam (New York: Morrow) 1978. Easy-to-follow directions, and graphic illustrations, show the young experimenter how to grow common plants from roots, stems, leaves, or seeds. [4-7]

***Sailing Ships.*** Ron van der Meer and Alan McGowan (New York: Viking) 1984. Masterfully constructed three-dimensional scenes and informative text recount the development of sailing vessels. [Pre-8]

***The Simple Facts of Simple Machines.*** Elizabeth James and Carol Barkin (New York: Lothrop, Lee & Shepard) 1975. This is a fully illustrated explanation of how six basic machines make work easier: the lever, pulley, wedge, screw, inclined plane, and wheel and axle. [3-5]

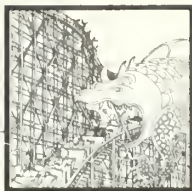
***Sure Hands, Strong Heart: The life of Daniel Hale Williams.*** Lillie Patterson (Nashville: Abingdon) 1981. The book presents a portrait of the noted Black surgeon, the first person to successfully perform open-heart surgery. [3-6]



***The Way Things Work.*** David Macaulay (Boston: Houghton Mifflin Co.) 1988. This is a visual guide to the world of machines from the simplest lever to the most complex computer. It is a remarkable overview of technology and all the key inventions that shape our lives today. [3+]

***Wheels, Scoops, and Buckets: How People Lift Water for Their Fields.*** Elizabeth S. Helfman (New York: Lothrop, Lee & Shepard) 1968. The uses of ancient and modern tools and devices for securing water for crops are related to world food needs.

***Wires and Watts: Understanding and Using Electricity.*** Irwin Math (New York: Scribner) 1981. Clear explanations and projects that produce actual, working models introduce the basic concepts of electricity. [6+]



# Sources of Supplemental Materials for Educators

## National Park Service (NPS)

A diverse set of videos and films have been produced for the NPS. For a complete list of audio-visual materials for sale or rent, write to The Harpers Ferry Historical Association, P.O. Box 197, High St., Harpers Ferry, VA 15425 or call 304-535-6881.

NPS also has a wealth of printed information on historic sites within the park system:

***The National Parks: Index*** provides a brief description of all national parks. Organized by state, sites of historical significance are noted.

A fold-out map, the ***National Park System Map and Guide***, lists activities and facilities for visitors at over 300 parks, monuments, and historic sites.

NPS Handbooks are more detailed introductions to natural and historic places administered by the NPS. The Handbooks provide informative reading on specific National Historic Landmarks located within the park system.

Some NPS publications can be obtained by visiting a NPS site. All can be purchased by mail from the U.S. Superintendent of Documents. For a complete listing of titles and prices, request the free ***Publications from the National Park Service***. Write to the Division of Publications, Sales Information Desk, National Park Service, Harpers Ferry, WV 25425 or call 304-535-6018.

For publications and audiovisual materials on identifying, documenting, and preserving historic properties, order the free ***Catalog of Historic Preservation Publications***. Write to the Preservation Assistance Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127.

Teachers and community leaders interested in grassroots, volunteer activities may want to order ***Preserving Our National Heritage: A Stewardship Guide for Public Resources***. Developed for the Take Pride in America campaign, this 14 pp. book offers valuable tips on organizing a project including fund raising and public relations. For a free copy, write to Take Pride in America, P.O. Box 1339, Jessup, MD 20794-1339.



## The American Institute of Architects (AIA) and The American Architectural Foundation (AAF)

To assist the education community in the dissemination of information about architecture and our environment, the AIA has a network of regional coordinators. To identify the coordinator in your area, contact the AAF's Director of Environmental Education at AAF/AIA Headquarters whose telephone number is 202-626-7573.

To find an architect in your local community, look in your local phone book for your local AIA Chapter. If none is listed, look for someone with AIA after his or her name in the yellow pages under "architect."

Specific materials can be purchased from the AIA Bookstore, 1735 New York Ave., NW, Washington, DC 20006. Samples of what is available include:

***Architecture and Engineering.*** Mario Salvadori and Michael Tempel (The New York Academy of Sciences) 1983. A manual for teachers on why buildings stand up includes 70 illustrated lessons plans. A video cassette is also available. [4+]

***Historic Preservation Education.*** Carol Holden, Gary Olsen, Michele Olsen, and Raymond Lytle (Champaign, IL: Olsen-Lytle Architects) 1980. This is a teaching guide for developing an aesthetic and historic appreciation of the built environment. Although major sections of this resource are tailored to Illinois architecture, they can serve as models for other communities. [K-6]

***Main Street.*** Douglas Kassabaum. (Ann Arbor, MI: Aristoplay, Ltd.) 1982. Eight puzzle cards illustrate downtown building styles from the late 18th to mid-20th century. Using variations of games such as "Crazy Eights", the suggested activities prepare students for a downtown field trip. [K-8]

***Shelter.*** (Katonah, NY: Katonah Gallery) 1982. An activity packet demonstrates the relationship of housing types to climate, culture, and environment. Materials illustrate native housing types in four different climate zones. Activities range from experiments in temperature and air flow in igloos, to totem pole design, to models of African villages, to contemporary solar designs. [4-8]

***Students, Structures, Spaces.*** Aase Eriksen and Marjorie Wintermute (Menlo Park, CA: Addison-Wesley Publishing Co.) 1983. A collection of 21 activities is organized into five topics: *Tuning into the Environment; The Community Where You live; People Spaces: Structure and Space; and Useful Tools and Techniques.* Many hands-on-experiences suggested. [4-8]





## National Trust for Historic Preservation (NTHP)

A private, nonprofit organization chartered by Congress to encourage public participation in preservation, NTHP publishes books, posters, etc. through the Preservation Press. For specific information on sales items and how to order, call 202-673-4058 or toll free 800-677-6847. Write: The Preservation Press, NTHP, 1785 Massachusetts Ave, NW, Washington, DC 20036. Sample titles include:

***America's Downtowns: Growth, Politics and Preservation.***

Richard C. Collins, Elizabeth B. Waters, and A. Bruce Dotson.

This is an exploration of local growth management and preservation in ten American cities.

***Great American Lighthouses.*** F. Ross Holland

***Great American Movie Theaters.*** David Naylor

***Great American Bridges and Dams.*** Donald C. Jackson

Travel books documenting the history and technology of specific categories of the nation's landmarks.

***Historic Homes of American Authors.*** Irvin Haas. Brief

biographies and photos of these famous authors are included as well as a detailed description of each home.

***What Style Is It? A Guide to American Architecture.*** John Poppeliers, S. Allen Chambers, Jr., and Nancy B. Schwartz. A pocket guide with photos and illustration is designed for easy identification of the architectural assets of buildings. A supplementary poster challenging viewers to identify architectural styles is sold separately.

***Built in the U.S.S.: American Buildings from Airports to Zoos.***

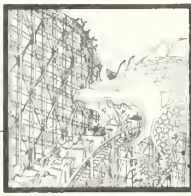
Diane Maddex, Editor. This is an illustrated examination of how and why 42 distinctive building types have been built in our nation.

***America's Architectural Roots: Ethnic Groups That Built***

***America.*** Dell Upton, Editor. This is an illustrated exploration of how ethnic groups contributed their own building patterns to help create what is called American architecture. The distinctive architecture of 22 diverse groups is highlighted.

***Master Builders: A Guide to Famous American Architects.***

Introduction by Roger K. Lewis. More than 100 architects and builders who have left indelible marks on American architects are featured in this illustrated guide.



***The Landmark Yellow Pages: Where to Find All the Names, Addresses, Facts and Figures You Need*** provides all that its title implies including 3,000 contacts across the country ranging from state and local preservation organizations, historical societies and museums to government agencies.

The National Trust offers a number of activities to help schools work with their communities to achieve heritage education goals. For information, including published materials, write: Kathleen Hunter, Director, Federal Programs and Education, 1785 Massachusetts Ave., NW, Washington, DC 20036.

## **PBS Video**

A department of the Public Broadcasting Service, PBS Video offers a catalog of videos covering a broad range of topics including history, science, and much more. For a catalog of videos that can be rented or purchased, call toll-free 800-424-7974 or write: PBS Video, 1320 Braddock Place, Alexandria, VA 22314-1698.

## **Other Sources**

State tourist agencies and local chambers of commerce publish a wealth of free brochures, guidebooks, and walking tour maps.



